Rationale

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning efforts and activity with an outcome.

Aims

For teachers/support staff who are marking learner's work; this informs what has been achieved, where there are gaps and where challenge is needed.

Daily marking of learner's work should, together with assessment for learning undertaken in the lesson, inform the next (and possibly subsequent) day's planning.

Learning challenges should be refocussed daily.

For learners, marking and feedback should guide their understanding and help them reflect on current achievement and next steps.

Marking and feedback should be meaningful, manageable and motivating.

Guidelines

Feedback and marking should generally fit into the working day.

Marking should inform day to day planning and written planning should be annotated accordingly.

There should be a consistency of approach through verbal and written marking and feedback.

Every piece of work should have a learning challenge and be dated.

Feedback (written and verbal) should be specific, accurate and clear (e.g. "It was good because you…" rather than just "correct"); compare what the learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y…); encourage and support further effort and be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell pupils when they are wrong.

The marking code must be clearly displayed in every classroom or working area.

Maths	This should be to check accuracy and challenge. Feedback is not required but should clearly inform the next day's teacher planning.
English	Daily marking to the success criteria of the lesson. Extended writing (each unit) should be developmentally marked after self-edit stage before the final piece is written.

High expectations in SPaG and presentation should ensure that few basic errors are made. Work with many errors should be returned, without marking, for self-correction. In work with few errors, these should be indicated in the marking and corrected by the learner.

Cross curriculum work should have the same expectations and level of marking as core subjects.

Verbal Feedback

- **Oral feedback is most powerful.**
- Ensure that feedback is given as work progresses, not just at the end.
- Encourage pupils to see feedback and comments are transferable to other subjects and contexts – help them to make the link
- Focus on learning challenges.
- Point out successes as well as improvement needed
- Provides constructive suggestions about ways in which the pupil might improve and agree next steps.

Teachers	Pupils
Check / Mark Books	Self-Check Books
↓	↓
Identify key issues for the next lesson	Teacher marks / checks
↓	↓
Adapt Planning	Returned books – basic errors are self-corrected

Marking Code

Learning needs to be marked using the 'Tickled Pink, Green for Growth' model in all subject areas.

Verbal Feedback

When verbal feedback has been given this can be stated on the piece, where necessary, by writing **VF** and giving a brief outline of the feedback (normally this would be if the VF is being given by a member of staff that is not the regular teacher, when they feel the teacher needs to be aware of the content of the feedback)

Written marking and feedback

When marking staff:

1. read the piece of learning.
2. underline in pink examples of where the learner has met the learning challenge in 'Tickled Pink'.
3. highlight in 'Yellow' common misspelt words for learners to practise (Y1, Y3, Y4 & Y5)   (Y2 and Y6 in the Aut term and then move to no highlighting for evidence of end of key stage standard)
4. underline in green an aspect of the learning which could be improved in 'Green for Growth' and provide an example if appropriate, for learners to respond to in **purple.**
5. initial marking (unless the class teacher) to indicate to the learner who has marked their learning.

If considerable support has been given to the learner to complete the learning it needs to be specified by a note or a stamps denoting Teacher Assisted Work, TA Assisted Work- otherwise it will be assumed all work is independent.

When learners are peer or self marking 'Tickled Pink, Green for Growth' is always used and the learner initial the marking.

Code to be displayed in all classrooms

Tickled Pink – this is the way you have met the learning challenge

Green for Growth – things to improve in your learning or next steps

Yellow highlighted words – spelling mistake

Editing/Correcting – always completed in purple